

# Kentucky Department of Education - Course Standards

## Course Standards

**Course Code: 703021**

**Course Name: Elementary Dance/Creative Movement**

**Grade Level: K-3**

**Upon course completion students should be able to:**



<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
<b>DA:Cr1.1.K</b>	<b>DA:Cr1.1.1</b>	<b>DA:Cr1.1.2</b>	<b>DA:Cr1.1.3</b>
<p>a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).</p> <p>b. Explore different ways to do basic locomotor and nonlocomotor movements by changing at least one of the elements of dance.</p>	<p>a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.</p> <p>b. Explore a variety of locomotor and nonlocomotor movements by experimenting with and changing the elements of dance.</p>	<p>a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.</p> <p>b. Combine a variety of movements while manipulating the elements of dance.</p>	<p>a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.</p> <p>b. Explore a given movement problem. Select and demonstrate a solution.</p>
<b>DA:Cr2.1.K</b>	<b>DA:Cr2.1.1</b>	<b>DA:Cr2.1.2</b>	<b>DA:Cr2.1.3</b>
<p>a. Improvise dance that has a beginning, middle, and end.</p> <p>b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner</p>	<p>a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.</p> <p>b. Choose movements that express an idea or emotion, or follow a musical phrase.</p>	<p>a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.</p> <p>b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.</p>	<p>a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).</p> <p>b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of</p>

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			the movement choices.
<b>DA:Cr3.1.K</b>	<b>DA:Cr3.1.1</b>	<b>DA:Cr3.1.2</b>	<b>DA:Cr3.1.3</b>
<p>a. Apply suggestions for changing movement through guided improvisational experiences.</p> <p>b. Depict a dance movement by drawing a picture or using a symbol.</p>	<p>a. Explore suggestions to change movement from guided improvisation and/or short remembered sequences.</p> <p>b. Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).</p>	<p>a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.</p> <p>b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).</p>	<p>a. Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.</p> <p>b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.</p>
<b>DA:Pr4.1.K</b>	<b>DA:Pr4.1.1</b>	<b>DA:Pr4.1.2</b>	<b>DA:Pr4.1.3</b>
<p>a. Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.</p> <p>b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.</p> <p>c. Identify and apply different characteristics to movements (for</p>	<p>a. Demonstrate locomotor and nonlocomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zigzagged pathways. Find and return to place in space. Move with others to form straight lines and circles.</p> <p>b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.</p>	<p>a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.</p> <p>b. Identify the length of time a move or phrase takes (for</p>	<p>a. Judge spaces as distance traveled and use space three dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.</p> <p>b. Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements</p>

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example, slow, smooth, or wavy).	c. Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).	example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.  c. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.	that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.  c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.
DA:Pr5.1.K	DA:Pr5.1.1	DA:Pr5.1.2	DA:Pr5.1.3
a. Demonstrate same-side and crossbody locomotor and non-locomotor movements, body patterning movements, and body shapes.  b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.  c. Move body parts in relation to other body	a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.  b. Move safely in general space through a range of activities and group formations while maintaining personal space.  c. Modify movements and spatial arrangements upon request.	a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.  b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.  c. Repeat movements, with an awareness of	a. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.  b. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.  c. Recall movement sequences with a partner or in group

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parts and repeat and recall movements upon request.		self and others in space. Self-adjust and modify movements or placement upon request.	dance activities. Apply constructive feedback from teacher and self check to improve dance skills.
<b>DA:Pr6.1.K</b>	<b>DA:Pr6.1.1</b>	<b>DA:Pr6.1.2</b>	<b>DA:Pr6.1.3</b>
<p>a. Dance for and with others in a designated space.</p> <p>b. Select a prop to use as part of a dance.</p>	<p>a. Dance for others in a space where audience and performers occupy different areas.</p> <p>b. Explore the use of simple props to enhance performance.</p>	<p>a. Dance for and with others in a space where audience and performers occupy different areas.</p> <p>b. Use limited production elements (for example, hand props, simple scenery, or media projections).</p>	<p>a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).</p> <p>b. Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.</p>
<b>DA:Re.7.1.K</b>	<b>DA:Re.7.1.1</b>	<b>DA:Re.7.1.2</b>	<b>DA:Re.7.1.3</b>
<p>a. Find a movement that repeats in a dance.</p> <p>b. Demonstrate or describe observed or performed dance movements.</p>	<p>a. Find a movement that repeats in a dance to make a pattern.</p> <p>b. Demonstrate and describe observed or performed dance movements from a specific genre or culture.</p>	<p>a. Find movements in a dance that develop a pattern.</p> <p>b. Demonstrate and describe movements in dances from different genres or cultures.</p>	<p>a. Find a movement pattern that creates a movement phrase in a dance work.</p> <p>b. Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.</p>
<b>DA:Re8.1.K</b>	<b>DA:Re8.1.1</b>	<b>DA:Re8.1.2</b>	<b>DA:Re8.1.3</b>
Observe movement and describe it using	Select movements from a dance that suggest ideas and	Use context cues from movement to identify meaning and	Select specific context cues from movement. Explain

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simple dance terminology.	explain how the movement captures the idea using simple dance terminology.	intent in a dance using simple dance terminology.	how they relate to the main idea of the dance using basic dance terminology.
<b>DA:Re9.1.K</b>	<b>DA:Re9.1.1</b>	<b>DA:Re9.1.2</b>	<b>DA:Re9.1.3</b>
Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.	Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.	Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.	Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.
<b>DA:Cn10.1.K</b>	<b>DA:Cn10.1.1</b>	<b>DA:Cn10.1.2</b>	<b>DA:Cn10.1.3</b>
<p>a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.</p> <p>b. Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.</p>	<p>a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.</p> <p>b. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.</p>	<p>a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.</p> <p>b. Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.</p>	<p>a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.</p> <p>b. Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.</p>

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<b>DA:Cn11.1.K</b>	<b>DA:Cn11.1.1</b>	<b>DA:Cn11.1.2</b>	<b>DA:Cn11.1.3</b>
Describe or demonstrate the movements in a dance that was watched or performed.	Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.	Observe a dance and relate the movement to the people or environment in which the dance was created and performed.	Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.